

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

Using the Power of C3
A Process to Ensure the Alignment of Curriculum
Documents and Rigorous Standards

Instructional Leadership Academy
October 5th & 6th 2016

Anita Smith

School Effectiveness Specialist
School and District Effectiveness
ansmith@doe.k12.ga.us
229-894-2119

Deborah McLendon

District Effectiveness Specialist
School and District Effectiveness
dmclendo@doe.k12.ga.us
229-724-3207

Gail Melvin

School Improvement Specialist
SW GA RESA
gmelvin@swresa.org
229-881-0646

Tammy Selman

School Effectiveness Specialist
School and District Effectiveness
tselman@doe.k12.ga.us
478-538-2407

Essential Question:

What is the role of the principal in improving instructional planning and student achievement through curriculum review?

Learning Target:

To understand and own an effective process for reviewing curriculum documents to increase student achievement in your schools and districts.

TKES Needs

Write your school's three lowest rated standards in TKES.

30 Seconds

Share with your table group.

2 Minutes

What did TKES evaluators report as the weakest areas statewide in 2015-2016?

Do your needs match any of the top three weaknesses reported statewide?



Lowest Rated TKES Standards in Georgia



| Performance Standards | Number of Teachers Rated Level I or Level II | Percent |
|---|---|---------|
| Standard 4: Differentiated Instruction | 4,759 | 4.4% |
| Standard 8: Academically Challenging Environment | 4,761 | 4.4% |
| Standard 2: Instructional Planning | 3,662 | 3.4% |

GSAPS Standards

Lowest Percent $\leq 25\%$

2015-2016



| | | |
|-------------|---|------------|
| I-8 | Students actively monitor their own progress | 0% |
| I-7 | Student performance feedback | 0% |
| I-5 | Differentiated instruction | 7% |
| I-2 | Academically-challenging environment | 14% |
| I-6 | Technology used to enhance learning | 18% |
| PL-6 | Impact of professional learning monitored | 18% |
| I-3 | Clear learning targets | 25% |
| C-3 | Curriculum documents reviewed | 25% |
| A-2 | Balanced system of assessments | 25% |

GSAPS Standards Lowest Percent $\leq 25\%$ 2014-2015



| | |
|--|------------|
| I-4 Differentiated instruction | 0% |
| I-5 Students set learning targets | 7% |
| I-6 Students monitoring their own progress | 7% |
| I-2 Academically-challenging environment/higher-order thinking skills | 13% |
| I-7 Technology integrated | 17% |
| A-4 Assessment results analyzed | 17% |
| 1-8 Student performance feedback | 23% |

How can we use one school standard to improve repeated challenges in GSAPS and six key standards in TKES?

- 2 Instructional Planning**
- 3 Instructional Strategies**
- 4 Differentiated Instruction**
- 5 Assessment Strategies**
- 6 Assessment Uses**
- 8 Academically Challenging Environment**



Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.

Essential Question:

What is the role of the principal in improving instructional planning and student achievement through curriculum monitoring?

Learning Target:

To understand and own an effective process for monitoring curriculum documents to increase student achievement in your schools and districts.

Table Talk

What is your current process for monitoring curriculum documents?

Share with your table.

Let's make sure we have a
common definition of what
curriculum means.

Highlight key words on your
definition card.

On the same page with Curriculum...



- **Intentional Aligned Components**
- **Road Map**
- **Learning Outcomes/Learning targets**
- **Matching Assessments**
- **Engaging Experiences**
- **Instructional Strategies**
- **Sequenced Units**
- **Grade or Course Specific Standards**

What common curriculum documents do you currently use at your school?

Share at your table.

How do you know if the documents are of quality? (i.e., maps, learning targets, assessments, units, lessons)

Do you have a process to know if the curriculum documents are aligned to the intent and rigor of the standards?

Developing a Process for C3



Studying a Process for Reviewing Curriculum Documents - "C3"

- Each table has one component of the process.
- **Card Reader** reads side 1 of the card that describes sample practices or actions.
- **Question Reader** reads one question on the back of the card and facilitates table discussion. Continue with each of the following questions and table discussion.
- **Recorder** records important take-aways about the component of the process.
- Use a **time keeper** to pace discussion.
- Select a **reporter** to share key points with the group.

Process for Guidance in Implementation

Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.

1. Study

What do leaders in the field say about this initiative?

As I study think- How does the research align with leadership team's current understanding of curriculum and curriculum monitoring.

- The correct definition of "curriculum" is essential.
- (H. W. Jacobs; Reeves; L. Ainsworth – Rigorous Curriculum Design pp 3-4.
- R. Marzano – What Works in Schools: Translating Research into Action
- School Performance Standards Leadership Guide: C3
- EQuIP Rubric used for analyzing quality curriculum at GaDOE before posting and Achieve the Core

Study curriculum exemplars from content specialists, GaDOE, other states, Achieve.

What do achievement results show?

2. Clarify *What does this initiative look like in practice?*

Description

- ☐ Alignment of curriculum documents to current data results (Maps, learning targets, assessments, units, lessons)
- ☐ Alignment of curriculum documents to the intent of the standards
- ☐ Appropriate pacing and mapping
- ☐ Inclusion of engaging tasks or experiences that require students to demonstrate critical thinking and conceptual understanding
- ☐ Alignment of all curriculum documents and assessments to the expectations of the state assessment system (e.g., item types, citing evidence, etc.)

Look-Fors

- ☐ Process to assess curriculum documents' tight alignment to the standards and inclusion of essential curriculum components
- ☐ Inventory of curriculum documents developed and need to be developed for each course/grade level. (maps, units with learning targets, assessments, etc.)
- ☐ Schedule for curriculum review by core content specialists
- ☐ Written next steps needed to improve curriculum quality

Evidence of Impact/Outcome

- ☐ Content and grade-level plans consistently align to the intent of the standards.
- ☐ Core shifts of performance standards are embedded in curriculum units/assessments
- ☐ All of the grade-level or course standards are paced appropriately within the school year.
- ☐ Teacher tasks and assessments require students to demonstrate the expectations of the grade-level or course-level standards.
- ☐ Student progress checks are built into the curriculum to check mastery and adjust instruction.
- ☐ Teachers align the assessed curriculum with the written curriculum.

3. Plan Leadership Actions

What action steps should the leadership team take? What guiding questions will you ask?

1. The leadership team determines the content area(s) and the specific documents that will be analyzed to monitor the quality of the curriculum for a course or grade.
2. The leadership team works with a district representative to identify internal and external support (e.g., RESA specialist, GaDOE specialist, district specialist, content area consultant, etc.) to assist with the analysis of curriculum documents and to determine criteria or a pre-established tool that will be used to review the quality of curriculum documents.
3. The leadership team drafts a schedule for analysis of the curriculum documents and identifies team members to conduct the review.
4. Findings from the analysis are shared with the leadership team. Based on the feedback received, the leadership team establishes expectations for curriculum development and next steps to support teachers.

4. Plan Professional Learning

Base professional learning coaching/guidance on content needs, research-based practices, Look Fors above that are not in place, and priority or missing curriculum components.

1. Alignment of curriculum documents (i.e., maps, learning targets, assessments, units, lessons) to current data results, to the intent of grade/course standards, to state assessment practices
2. Reassess appropriate pacing and curriculum maps using data and calendar
3. Inclusion of engaging tasks or experiences in units that require students to demonstrate critical thinking and conceptual understanding specific to the content area
4. Systematic coaching practices scheduled daily to support pedagogy and content
5. Extended modeling schedules (1 period for 2-6 weeks) for struggling teachers, reflective coaching, or to establishment of model classrooms to support the understanding of expectations
6. Structure collaborative teacher meetings to achieve specific content curriculum development or revision needs

5. Monitor

Do you have a plan and timeline for monitoring throughout the implementation?

1. Ask administrators/key content leaders to complete curriculum inventory. Provide template or develop collaboratively. (Could be verbal inventory if curriculum nonexistent.)
2. Review curriculum inventory with administrators/content leaders to know which components of curriculum are in place or missing. (Curriculum- appropriate maps, units, learning targets, interim or end of unit assessments, etc.)
3. Collaboratively secure content specialists with administrators to review curriculum documents for the evidence of quality noted above and to provide feedback of analysis to administrators/content leaders.
4. Observe classrooms with administrators to determine if the written curriculum is the taught curriculum and the assessed curriculum based on standards and identified local needs.

What changes will you make in your current process of reviewing the curriculum documents?

Share your take-aways for implementing the process with fidelity.



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21 Leadership Responsibilities



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| | |
|---------------------------------|-------------------------------|
| Affirmation | ★ Involvement with CIA |
| Change Agent | ★ Knowledge of CIA |
| Communication | Monitor/Evaluate |
| Contingent Reward | Optimize |
| Culture | Order |
| Discipline | Outreach |
| Flexibility | Relationships |
| Focus | Resources |
| Ideals/Beliefs | Situational Awareness |
| Input | Visibility |
| Intellectual Stimulation | |